

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Charter

Name of Principal Mr. Michael T. Maxwell

Official School Name Franklin Elementary School

School Mailing Address 1901 South 10th Street West

Missoula
City

Montana
State

59801-3415
Zip Code+4 (9 digits total)

County Missoula County State School Code Number* 0773

Telephone (406) 542-4020 Fax (406) 728-7373

Website/URL www.mcps.k12.mt.us E-mail mmaxwell@mcps.k12.mt.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date_____

Name of Superintendent* Dr. Jim Clark

District Name Missoula County Public Schools Tel. (406) 728-2400

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date_____

Name of School Board
President/Chairperson Ms. Jenda Hemphill

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date_____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 9 Elementary schools
 3 Middle schools
 _____ Junior high schools
 4 High schools
 _____ Other
 16 TOTAL

2. District Per Pupil Expenditure: \$ 5,146.00

Average State Per Pupil Expenditure: \$ 8,040.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 12 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	16	8	24	7			
K	30	27	57	8			
1	21	34	55	9			
2	16	25	41	10			
3	19	25	44	11			
4	17	18	35	12			
5	24	14	38	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							294

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|----------------------------------|
| 91 | % White |
| 3 | % Black or African American |
| 1 | % Hispanic or Latino |
| 0 | % Asian/Pacific Islander |
| 5 | % American Indian/Alaskan Native |
| 100 | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 22%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	37
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
(3)	Total of all transferred students [sum of rows (1) and (2)]	67
(4)	Total number of students in the school as of October 1	301
(5)	Total transferred students in row (3) divided by total students in row (4)	.2225
(6)	Amount in row (5) multiplied by 100	22.25%

8. Limited English Proficient students in the school: 6 %
17 Total Number Limited English Proficient
 Number of languages represented: 7
 Specify languages: Blackfeet, Cheyenne, Chippewa, Cree, Kootanai, Salish, Russian

9. Students eligible for free/reduced-priced meals: 69.66 %

Total number students who qualify: 186

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %
33 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>6</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>14</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	<u>3</u>	<u> </u>
Support staff	<u>4</u>	<u>5</u>
Total number	<u>23</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 22:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	99 %	99 %	99 %	99 %	99%
Daily teacher attendance	99 %	99 %	99 %	99 %	99 %
Teacher turnover rate	4 %	4 %	0 %	8 %	6 %
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

Part III – SUMMARY

Franklin Elementary School is one of the few true neighborhood schools left in Missoula. Built in 1916, the Franklin building is as full of charm, character and diversity as the community that has grown up around it. Some families have lived in the area and attended Franklin School for generations, thus a genuine kinship exists between the school and the neighborhood.

Conversely we are faced with the challenges created by a 22% mobility rate. With approximately 70% of our students receiving Free and Reduced lunch, we have one of the highest poverty rates in Missoula. Typically our families live “on the edge”, stressed by the constraints of their socio-economic status. Many of our students are homeless, or in transition.

Franklin Elementary School’s mission is to provide a foundation for each student to become a lifelong learner, to promote development of the whole individual, and to prepare each student to become a responsible, productive citizen. Our students often face stressful home situations. In addition to our high academic standards, we at Franklin School strive be a stable, supportive factor in the lives and families of each child. To be successful we utilize a variety of resources and educational strategies that encompass the whole child. As a Schoolwide Title I school we are afforded the flexibility to meet the changing needs of our students in a variety of ways.

Early intervention is a primary focus of Franklin School. Our pre-school program allows us to establish a home-school connection early in a child’s life. We also have ties to the Missoula County Public School Even Start Pre-school program, which incorporates adult education (GED Preparation), and parenting classes. At Franklin we have greatly reduced the size of our kindergarten classes; the lower student teacher ratio allows teachers to provide students with a strong academic foundation. In addition, our first and second grade classes have reduced numbers. A summer school program, which provides both academic and cultural experiences, including a strong home reading component, is available to our at-risk students.

The Franklin Family Resource Centers plays a vital role in successful communication and parent involvement by enhancing the connection between home, school and the community. The center assists families with parenting, welfare, housing, medical, food, and clothing issues as well as general problem solving. The Family Resource Center provides literacy-based family activities, coordination of parent involvement opportunities and is a place within the school where parents can comfortably communicate with center staff, school staff and other Franklin families. When parents become active partners with the school, student achievement improves. The Family Resource Center facilitates partnerships with local businesses which provide direct service and support to our students and their families. The Family Resource Center is jointly staffed by an AmeriCorp employee and a Title I-funded coordinator.

The Flagship Program is another asset of Franklin School. It also is a community-school partnership that enhances the social, academic and cultural achievement of our students by creating opportunities for skill development both in and out of school. Franklin has been awarded the 21st Century Community Learning Center Grant. This is another after school program, staffed by a half time certified teacher, which targets students with low academic performance, who do not receive enough support at home.

A caring, extremely dedicated, veteran staff meets the academic needs and goals of our students. With a very low turn over rate the Franklin teaching staff has an average of 21 years of experience. High student expectations and the utilization of “best practices” enhance the academic success of all students. We recognize that to achieve academic excellence and develop life long learners we must support every aspect of the child.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results

On the eve of its 90th birthday, Franklin School is situated in a small, highly mobile, low economic neighborhood with a significant crime rate. Despite these factors, Franklin School has shown academic success on a consistent basis. The school strives to serve not just the students, but the entire community through an active Family Resource Center, RSVP volunteers, business partnerships, Big Brothers and Sisters and extended academic programs such as Flagship.

In order to meet Adequate Yearly Progress (AYP) as designated in the No Child Left Behind Act, schools must meet certain academic criteria. Each year the bar for academic performance is raised. By the year 2014, all schools are expected to have a 100% proficiency rate in reading and math.

In the 2004-2005 school year, the state of Montana set a math target of 40% of 4th grade students at the proficient to advanced level on the MontCas Phase 2 Criterion-referenced test. Overall, 90% of Franklin's students achieved the proficient level which is well above the level required to meet Adequate Yearly Progress. The four subgroups indicated herein well exceeded the standard as well. Going back as far as the 2000-2001 school year, without exception Franklin has exceeded the 55% target score overall, and by subgroups.

Montana set a reading target of 55% of 4th grade students at the proficient to advanced level on the MontCas Phase 2 Criterion-referenced test. In the 2004-2005 school year, Franklin's overall proficiency rate was 73%. All four sub groups exceeded the target as well. In fact, Franklin has exceeded that standard without exception for the past five years overall as well as by subgroups.

The MontCas test separates students into 4 categories: Novice, Near Proficient, Proficient and Advanced. The percentages referred to above include the Proficient and Advanced categories combined. The students in the Novice and Near Proficient categories are the ones who are below what is considered an acceptable academic level. Looking at the number of students in these two categories (Novice and Near Proficient) at Franklin over the last 5 years, it is evident that the percentage of students in the Novice group is consistently lower than the percentage of students in the Near Proficient category. This indicates that, of the students below the acceptable level, few are in the lowest range. Even without taking into account the low income and high mobility rate of the neighborhood, these are impressive results.

Franklin School qualifies as a Schoolwide Title 1 school. Therefore, the Free and Reduced Lunch subgroup was included in this report because it contains a significant number of students. Looking at this same subgroup at the state, district and school level demonstrates Franklin School's success within this group. At the state level during the 2004-2005 school year, the overall reading proficiency rate for the Free and Reduced Hot Lunch subgroup was 55%, compared to 60% at the district level and 65% at Franklin. During the same year, in math, the state proficiency level was 44%, the district level was 52%, and 93% at Franklin. These scores can be accessed at www.opi.mt.gov.

Overall, Franklin School has shown great academic success. The staff and community are dedicated to continuing their quest for excellence and continue the courses charted by No Child Left Behind.

Using Assessment Results

At Franklin, ongoing assessments are utilized to identify the focus of teaching and learning. Both formal and informal assessments are used to diagnose difficulties in individual student performance, to differentiate instruction, to assess individual students and group progress, and to assist in the planning and implementation of appropriate educational programs including Title I services. The incorporation of best practices with a variety of tools allows us to meet the diverse needs of our students.

Our district uses the Dynamic Indicators of Basic Literacy (DIBELS) and Developmental Reading Assessment (DRA) assessment tools on a consistent basis to evaluate, place, and provide appropriate instruction for students in the primary grades. Student observation, district and teacher-designed rubrics for presentations, activities, and projects, unit and teacher made tests are utilized at all levels to enhance instruction.

Students in grade four take a norm-referenced test, the Iowa Test of Basic Skills (ITBS), which allows us to compare the achievement of our students to national norms. Currently the criterion-referenced test required by the State of Montana is the MontCAS. We use the results of this test to compare the achievement of our students to the Montana State Standards, evaluate our current instructional program and materials and plan for future instruction. Because Six-Trait Writing is a fundamental element of our communication arts curriculum, the Six-Trait Analytical Writing Assessment and Six-Trait Analytical Writing Scoring Rubrics are used to evaluate writing progress of our fifth grade students. The results help us tailor instruction to the specific needs of our students.

The SuccessMaker computer program is a component of our Title I curriculum with ties to the regular classroom. The individualized program focuses on reading and math skills, and automatically adjusts itself to meet the needs of the learner. With the program, teachers are able to monitor student achievement, and assess the acquisition of skills for students of all levels. A clear concise report may be printed to chart student progress.

Communicating Assessment Results

Ongoing communication is essential to the success of all students and is achieved in a variety of ways. Open House and Grade Level Curriculum Nights are held in the fall to outline expectations to parents. Throughout the year completed work is sent home in weekly progress envelopes. Students generally have a say in what projects remain at school to be included in classroom portfolios. Many teachers utilize individual contracts and reading calendars with goals and rewards built in. Communication with students is done through teacher/student conferencing, rubrics, and written feedback on student work.

To provide regular parent communication, students in grade three through five are provided with agendas that are passed between home and school on a daily basis. Teachers have telephones and e-mail access in their classrooms so immediate communication is available at all times. When necessary, home visits are made through the Family Resource Center. Although formal Parent Teacher Conferences are held twice a year, Franklin teachers are always willing and available to meet with parents as needed to discuss academic progress. Standards based report cards with mid term reports are sent home each trimester. Both formal and informal assessment results are presented to parents at Parent Teacher Conferences where the data can be explained and questions can be answered. Access to the Franklin School performance data is available on the Franklin School Website as well as the Missoula County Public School's website.

Sharing Success

Franklin teachers are extensively involved in professional development as workshop presenters, teacher leaders and active participants. We share our knowledge and expertise at the building and district levels Franklin teachers participate in the curriculum development process at the district level, and in collaboration with the Missoula County Consortium. Professional organizations and conferences are common outlets for our staff to share knowledge. With the University of Montana as a partner, we are able to take advantage of and participate in cutting edge research. As a staff, we welcome pre-service teachers into our classrooms. It is a win/win situation, pre-service teachers have the opportunity for hands on experiences with children under the supervision of experienced teachers and children receive more individually focused attention.

As teachers, we are not only facilitating the growth of aspiring teachers, we continue to grow from the process.

We are very proud of our student achievement at Franklin School. As a Blue Ribbon School we would enthusiastically share our success with the community, other schools, districts and interested parties through workshops, visitation, and onsite observations.

PART V – CURRICULUM AND INSTRUCTION

At Franklin School we maintain high academic standards. In order to motivate our students to become independent, life long learners, we must teach them to be strong readers and to use comprehension skills across all content areas. Students must use their current background and content knowledge, ask questions, look for patterns and relationships, pose hypothesis, justify solutions and communicate their thinking both orally and in writing. Students proficient in these reading skills are also competent mathematical thinkers; in fact students with mastery in these skills find success in all disciplines.

To achieve academic success with our at-risk students, it is essential to support the needs of the whole child. Therefore, we have implemented a variety of extra-curricular programs to support our curriculum. The Flagship Program is one of these programs. It enhances the social, academic and cultural achievement of our students by creating opportunities for skill development both in and out of school. Activities include the arts, sports, academic subjects, tutoring, conflict resolution groups, community service projects, mentoring, and the local Big Brothers and Sisters program. These activities are organized by onsite coordinators who team with teachers, to determine activities that support our curriculum.

The 21st Century Community Learning Center Grant is an after school program that targets our most at-risk students. 95% of the students enrolled in this program are at or below the poverty level. The goal of this program is to increase self-esteem by helping students develop good study habits, complete homework and earn better grades. In addition, the program strives to create an enthusiasm for learning, and facilitate positive experiences with peers and mentoring adults. The student teacher ratio is low to maximize individualized student attention.

To enhance the knowledge of our culturally deprived students, we tie as many enrichment opportunities to our curriculum as possible. Our first grade classes have a partnership with our neighboring middle school. Several times a year students get together for mentoring and to work on special projects. Each year our second grade students attend the ballet. As part of our science curriculum second grade students spend time investigating nature with a culminating field trip to the Moise Bison Range. Both our second and third grade classes participate in a special curriculum sponsored by the health department focusing on healthy eating habits. To acquire swimming and water survival skills third grade classes participate in the YMCA Splash Program. Franklin School has a resident poet who meets with third, fourth and fifth grade classes on a weekly basis throughout the year. Fourth grade students attend the symphony and participate in the Montana Natural History Center's visiting naturalist program and the Hooked on Fishing, Not Drugs program. An art activity facilitated by local artists is combined with a visit to the Art Museum for our fifth grade students. A special fifth grade unit on Lewis and Clark is highlighted by guest speakers and local historians. The unit concludes with a field trip tracing part of Lewis and Clark's journey. We involve our students in community service projects such as caroling at nursing homes, writing letters to troops, providing artwork for the bank and community functions.

At Franklin School parents are encouraged to take an active role in their child's education. Many of our parents are stressed, overworked or in transition. Often they lack the skills to help their students at home. The Franklin Family Resource Center facilitates this connection by providing opportunities for parents to gain the confidence and skills necessary to become involved. These activities are tied to our curriculum and include literacy clubs, tot time, and a parent-child post office. Parent involvement is essential to successful student achievement.

Communication Arts

At Franklin School, we believe that reading is the most fundamental academic skill. In order to be successful in school and become life long learners students must read proficiently. Every effort is made to insure that our students become avid readers. Reading instruction combines language and literature-rich activities with the explicit teaching of decoding skills. Instructional practices are differentiated so that the needs of all students are met. Our staff uses a variety of techniques including reading aloud to students, shared reading, guided reading, whole group instruction, individual instruction, independent reading, the direct teaching of comprehension strategies, and vocabulary skills.

We utilize a variety of authentic materials to motivate and establish a purpose for reading and writing. The combined use of the Scholastic basal reading series and an extensive leveled library supports our guided and independent reading programs. This provides the opportunity for students to read from any genre at their own level with a variety of material that increases in complexity over time. The independent reading program's writing component is an essential element of our writing curriculum. Written responses include journals, reading response journals, and content area writing. Students are encouraged to read frequently and broadly with thoughtful written responses to their reading. Oral presentation skills are systematically incorporated throughout the K-5 curriculum.

Intensive early intervention and focused Title I support is the key to Franklin's success in reading and written language. Foster grandparents, university students, America Reads volunteers, parent led book clubs, literacy circles, peer /partner reading, and home/school reading programs all support the reading curriculum at Franklin School.

Mathematics

In today's world, mathematical skills go far beyond what was needed by students in the past. To be successful lifelong learners, students must have a deep understanding of mathematical concepts, processes and applications. Their problem-solving, reasoning, and communication skills must be strong. Our math curriculum is based on best practices, and is aligned with the NCTM and Montana Standards and Benchmarks. A wide variety of instructional strategies and tools are utilized to teach mathematical concepts. These include providing meaningful mathematical experiences involving problem solving, logical reasoning, estimation, the ability to think, understand and communicate, mathematical ideas. Students should be able to connect and integrate mathematical concepts with other subject areas, including the use of technology. These experiences provide students with the skills necessary to apply mathematical concepts to the real world. To facilitate this success we use an integration of the Scott Foresman Addison Wesley program with the hands on activities of TERC. This combination allows our students to develop strong problem solving and computation skills. In addition, SuccessMaker, an individualized self-leveling computer program, helps us meet the needs of at-risk learners while enhancing the skills of our gifted learners.

Instructional Methods

At Franklin Elementary School we believe that a variety of instructional methods are necessary to effectively meet the needs of all children. Instructional methods are diverse, matching the learning style of the child as well as that of the instructor. Early intervention is vital to the success of at-risk children. The quality of the intervention diminishes significantly if individual class or group size becomes too large; therefore we have reduced class sizes in the primary grades. We provide support for our struggling learners in a multitude of ways. Our Schoolwide Title I program supports students both in the classroom and by pull out in small groups. The utilization of instructional bands helps us focus our support service. When students are pulled out for special services during the same time, it is advantageous because everyone from Title I teachers to Gifted Education teachers have smaller groups and instruction can be more individualized. In addition to providing individual and small group instruction, we draw on student assistants from the University of Montana, Americorp volunteers, foster grandparents, tutors from various community organizations, peer tutors, and parent volunteers. Our after school Flagship and 21st Century Grant programs provide tutors and mentors in a structured format.

Specific classroom instructional methods are as diverse as the teachers and learners themselves. One way to implement these methods is to improve the availability and use of technology. All classrooms have the SuccessMaker computer program which provides both remedial and enrichment instruction for individual students. Computer games and word processing are also incorporated to enhance instruction. We also utilize whole group instruction, individual and flexible grouping. Cooperative learning is an additional tool to promote social interaction and meet the various learning styles of our students. We actively engage parents in a school-home partnership. As educators we strive to help parents understand the importance of working with their children both in and outside of the school.

Professional Development

To ensure that all students have the opportunity to succeed, Missoula County Public Schools has a strong, flexible district-wide professional development program focusing on current research and best practices. The district's philosophy of site-based decision-making has allowed the Franklin staff to plan professional development tailored to meet the unique needs of our specific population. As a staff, we have outlined our needs relative to our current Five-Year Comprehensive Plan. The focus of our specific training includes best practices related to assessment, increasing math and reading achievement, technology, and improving the school climate by helping students behave responsibly and respectfully. This ongoing training incorporates all teachers and support staff. In our quest to find innovative ways to teach and better meet the unique needs of our at-risk population, we attend professional conferences and workshops, take university classes, and participate in professional literature groups. A majority of our staff has completed the technology training and testing required for No Child Left Behind. Franklin teachers go beyond the required amount of professional development without taking time away from the classroom. Professional development training often takes place on a teacher's personal time. Franklin teachers are extremely dedicated, goal-orientated participants who value personal and professional growth without losing instructional time.

Franklin Elementary

Subject Reading Grade 4 Test Iowa Tests of Basic Skills

Edition/Publication Year 2000 Publisher Riverside

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2004-2005	2003-2004	2002-2003
Testing month	APRIL	MARCH	MARCH
SCHOOL SCORES			
Total Score	90%	93%	94%
Number of students tested	41	40	37
Percent of total students tested	100%	100%	100%
Free and Reduced Hot Lunch	90%	90%	96%
Number of students tested	32	21	22

Subject Math Grade 4 Test Iowa Tests of Basic Skills

Edition/Publication Year 2000 Publisher Riverside

Scores are reported here as (check one): NCEs ☐ Scaled scores ☐ Percentiles ☒

	2004-2005	2003-2004	2002-2003
Testing month	APRIL	MARCH	MARCH
SCHOOL SCORES			
Total Score	93%	81%	84%
Number of students tested	41	40	38
Percent of total students tested	100%	100%	100%
Free and Reduced Hot Lunch	94%	76%	79%
Number of students tested	32	21	23

MontCAS Reading percentiles Grade 4

	2004-2005	2003-2004
Testing month	March	March
SCHOOL SCORES	MontCas Phase 2 CRT	MontCas Phase 2 CRT
Number of students tested	40	39
% Proficient - Advanced	73	70
Free and Reduced Hot Lunch		
Number of students tested	28	22
% Proficient - Advanced	65	68

MontCAS Math percentiles Grade 4

	2004-2005	2003-2004
Testing month	March	March
SCHOOL SCORES	MontCas Phase 2 CRT	MontCas Phase 2 CRT
Number of students tested	40	39
% Proficient - Advanced	90	51
4 Free and Reduced Hot Lunch		
Number of students tested	28	22
% Proficient - Advanced	93	50